

Harbor High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Harbor High School
Street	300 La Fonda Ave.
City, State, Zip	Santa Cruz, CA 95062-1431
Phone Number	(831) 429-3810
Principal	Amariah Hernandez
Email Address	amariahhernandez@sccs.net
School Website	https://hh.sccs.net/
County-District-School (CDS) Code	44698234432340

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	krismunro@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

Harbor High School opened its doors in 1968 and celebrated its 50th anniversary in September 2018. Harbor is located on the central coast of California in the City and County of Santa Cruz. The County Office of Education serves ten school districts including Santa Cruz City Schools (SCCS). Harbor, home of the Pirates, is one of three comprehensive high schools, 2 middle schools and 5 elementary schools in SCCS. Harbor High School's mission is to educate all students to become critical thinkers and globally-minded community members and we are a school where adults and students are respectful and own their learning. Harbor High graduates are college and career ready and equipped with the skills needed to become the best version of themselves.

Harbor High School has grown in enrollment by 15% over the past 4 years and has a current enrollment of 1047 students in grades 9-12. The school offers students learning and extracurricular opportunities to facilitate the growth and development of each student who walks onto our campus. Harbor provides a comprehensive education that includes a full athletic program, AVID program, Newcomer English Language Development (ELD) classes, SAIL special education program, and Career Technical Education (CTE) pathways.

Harbor High employs 46 full-time and 14 part-time certificated teachers, 12 full-time and part-time classified staff members, 3 counselors and 3 administrators. Harbor is accredited by the Western Association of Schools and Colleges, was awarded a Green Ribbon Bronze recognition for school sustainability in 2021, Gold Ribbon status in 2015 and is a California Distinguished School. Harbor High has been recognized annually, since 2017 by Educational Results Partnership (ERP) and the Campaign for Business and Educational Excellence (CBEE) as a California Honor Roll recipient whose school demonstrates high levels of student academic achievement, improvement in achievement over time and reduction in achievement gaps.

Harbor High is a welcoming school with a diverse student body and numerous opportunities for students to learn and grow. 33% of our students qualify for free or reduced lunch benefits and many of our students come from under-resourced families. In our current school year, 2023-24, we have 120 English Learners and (15) fifteen (8%) RFEP students. Harbor has 47 newcomer English learners enrolled this year from El Salvador, Mexico, and Korea. Our ELD classes remain consistently enrolled and we offer three (3) ELD classes with two (2) ELD tutorial sections. Harbor continues to engage in professional development activities focused on collaboration and the consistency of instruction and services that our students receive. Harbor High school educators participate in a minimum of once-weekly collaboration in department meetings and professional

2023-24 School Description and Mission Statement

learning communities (PLCs). Santa Cruz Instructional Leadership (SCIL) meetings, and professional development training in staff meetings are monthly. Harbor High continues to use the Organized Binder system as a foundational approach to organization for students and consistency of instruction by teachers.

Harbor Staff Values:

We believe in our school.

We know all students can learn.

We respect and believe in students.

We use data and research to design and improve curriculum.

We have clear and consistent student expectations.

We are kind, caring, and accessible.

We have high expectations and clearly-communicate success criteria.

We collaborate for students.

We are flexible and adaptable.

We make student-centered decisions.

We grow professionally to meet student needs.

We listen and engage with each other professionally, respectfully and openly.

We are responsive and supportive.

We value and communicate with our stakeholders.

Student Learning Outcomes

What students will be able to know, do, or demonstrate when they have completed Harbor High School.

Investigate the World:

Students investigate the world beyond their immediate environment

Inquirers

Knowledgeable

Recognize Perspectives:

Students recognize their own and others perspectives

Reflective

Open Minded

Balanced

Communicate Ideas:

Students communicate their ideas effectively and with diverse audiences

Communicators

Thinkers

Take Action:

Students translate their ideas into appropriate action to improve conditions

Caring

Risk Takers

Principled

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	253
Grade 10	230
Grade 11	284
Grade 12	256
Total Enrollment	1,023

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.2%
American Indian or Alaska Native	0.1%
Asian	2.4%
Black or African American	0.8%
Filipino	1.6%
Hispanic or Latino	54.3%
Two or More Races	4.5%
White	35.5%
English Learners	12.3%
Foster Youth	0.3%
Homeless	1.4%
Socioeconomically Disadvantaged	44.8%
Students with Disabilities	13.2%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	75.21	169.00	79.29	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.04	1.50	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.20	18.83	29.20	13.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.82	2.10	1.01	12115.80	4.41
Unknown	1.50	3.10	11.20	5.27	18854.30	6.86
Total Teaching Positions	48.90	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.70	76.67	185.10	78.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	1.47	2.20	0.95	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.40	19.26	41.00	17.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.74	4.70	2.03	11953.10	4.28
Unknown	1.00	1.84	1.30	0.58	15831.90	5.67
Total Teaching Positions	54.40	100.00	234.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.60
Misassignments	9.20	9.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.20	10.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.40
Total Out-of-Field Teachers	0.40	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.2	19.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6	3.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Year and month in which the data were collected	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	District created standards aligned curriculum maps for each course (English 1, English 2, English 3, & English 4) Adopted 2023	Yes	0%
Mathematics	<p>Integrated 1 - CPM Adopted 2016</p> <p>Integrated 2 - CPM Adopted 2016</p> <p>Integrated 3 - CPM Adopted 2016</p> <p>PreCalculus - CPM Adopted 2016</p> <p>Pre-Calc with Limits - Houghton Mifflin Adopted 2009</p> <p>Calculus - CPM Adopted 2016</p> <p>Practice of Statistics - Freeman Adopted 2011</p>	Yes	0%
Science	<p>Model Based Biology - EMBER Biology Team UC Davis Adopted 2019</p> <p>Biology - BSCS Adopted 2016</p> <p>Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Active Physics - Activate Learning Adopted 2018</p> <p>Conceptual Physics - Prentice Hall Pearson Adopted 2009</p> <p>Physics, AP (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007</p> <p>Chemistry, AP - Cengage Learning Adopted 2014</p> <p>Life: Science of Biology, AP - MacMillan Adopted 2014</p>	Yes	0%
History-Social Science	<p>IMPACT: CA Social Studies - World: History, Culture, & Geography - The Modern World McGraw Hill Adopted 2020</p> <p>IMPACT: CA Social Studies - United States History & Geography - Continuity & Change McGraw Hill</p>	Yes	0%

	Adopted 2020 IMPACT: CA Social Studies - Principles of American Democracy McGraw Hill Adopted 2020 IMPACT: CA Social Studies - Principles of Economics McGraw Hill Adopted 2020		
Foreign Language	Senderos Spanish 1-4 & AP Vista Higher Learning Adopted 2023	Yes	0%
Health	Lifetime Health - Holt Adopted 2011	Yes	0%
Visual and Performing Arts	Art History - Prentice Hall Adopted 2009	Yes	0%

School Facility Conditions and Planned Improvements

All areas of the school are cleaned regularly on a rotation schedule. Landscaping is centralized through the district facilities and maintenance department with Harbor having one day a week for upkeep on the grounds. The Gym, Multi-Purpose room (MPR) and Little Theater benefit the school and the community for events, larger meetings and performances. There are many student gathering areas, including a central quad with a spacious lawn. Overhangs, the library, and the MPR provide shelter in rainy or cold weather. Several colorful, large murals decorate the school. There are plans for additional murals to enhance the space and build the community. The Booster parents regularly organize campus beautification days to assist in landscaping and general campus clean-up. Harbor has an active Global Student Embassy (GSE) that planted a garden that includes edible and decorative plants. The campus building have been re-roofed over the summer of 2018 using bond money. Bond money has also financed the recently-completed track and field that now also has stadium lighting so the school can host evening games. Other upcoming improvements include technological infrastructure upgrades, a new performing space, and a new pool.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	64	58	58	47	46
Mathematics (grades 3-8 and 11)	29	29	36	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	258	93.82	6.18	63.95
Female	134	128	95.52	4.48	69.53
Male	141	130	92.20	7.80	58.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	132	91.03	8.97	53.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	105	102	97.14	2.86	75.49
English Learners	28	18	64.29	35.71	5.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	105	89.74	10.26	52.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	27	81.82	18.18	33.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	260	94.55	5.45	28.85
Female	134	126	94.03	5.97	29.37
Male	141	134	95.04	4.96	28.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	137	94.48	5.52	17.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	105	100	95.24	4.76	39.00
English Learners	28	23	82.14	17.86	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	109	93.16	6.84	17.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	27	81.82	18.18	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.50	35.29	32.47	38.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	248	211	85.08	14.92	35.27
Female	125	100	80.00	20.00	33.00
Male	122	110	90.16	9.84	36.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	126	102	80.95	19.05	17.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	46.67
White	91	81	89.01	10.99	56.25
English Learners	33	20	60.61	39.39	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	95	80.51	19.49	16.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	14	58.33	41.67	7.14

2022-23 Career Technical Education Programs

Harbor offers a variety of career technical education courses (CTE, formerly known as vocational education or ROP) that are open to all students. Harbor High School has a vibrant CTE program with pathways in Transportation, Building and Construction Trades, Health Science and Medical Technology, and Arts, Media and Entertainment. Students are able to earn a certificate of completion in these areas, and these courses have been articulated with the local community college. In the Transportation Pathway, Harbor offers Bicycle Technology. In the Building and Construction Trades, we offer Mill Cabinetry. In the Medical Pathway we offer Medical Technology and Health Careers. In the Digital Media Arts pathway we offer Graphic Design 1 and 2, International Baccalaureate (IB) Film 1 and 2, and Digital Photography 1 and 2. Because most of our CTE courses are approved by the UC System, all students are encouraged to find an area of interest and enroll in one of these college-preparatory electives.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	438
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	64.86

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	96%	96%	95%	96%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Harbor has active Booster Club, English Learner Advisory Committee (ELAC), and Site Council parent groups that support the school and community. Parents contribute to our athletic, music, drama, scholarship, and art programs through their fundraising efforts, which include the annual May Golf Tournament, Pirate Festival, Parent Pledge Drive, Poker Tournament, and Drive for Schools. Boosters support academics, extracurricular programs, AVID, and our library. The Booster Club has created communications and hospitality subcommittees to support school-home communication and appreciate staff. Boosters and ELAC work together on projects and jointly sponsor events like the spring Academic Awards Night, staff-appreciation luncheon, and parent movie screening events. ELAC supports parents of English language learners through meetings focused on the college application process, teenage issues, parenting and school connection. ELAC hosts the annual Pirate Festival in the spring as a fundraiser for the ELAC scholarship. In addition, many of our parents participate in the School Site Council, Scholarship Committee, WASC focus groups, and Grad Night Committee. The Principal holds monthly morning coffee conversations with a representative from the counseling office, the Athletic Director, and School Community Coordinator to discuss school events, answer questions, and collaborate on issues of concern with stakeholders. To get involved, please contact Principal Amariah Hernandez at amariahhernandez@sccs.net, or call or visit the school office - (831) 429-3810.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.6	3.5	5.5	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	92.6	91.9	92.5	90.5	93.5	93	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	253	234	92.5
Female	130	118	90.8
Male	122	115	94.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	128	114	89.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	16	16	100.0
White	95	91	95.8
English Learners	45	36	80.0
Foster Youth	--	--	--
Homeless	17	13	76.5
Socioeconomically Disadvantaged	151	135	89.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	27	19	70.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1082	1062	297	28.0
Female	526	518	150	29.0
Male	554	542	146	26.9
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	1	1	0	0.0
Asian	27	25	1	4.0
Black or African American	9	9	4	44.4
Filipino	16	16	2	12.5
Hispanic or Latino	591	579	171	29.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	48	47	10	21.3
White	380	375	107	28.5
English Learners	150	146	58	39.7
Foster Youth	3	3	2	66.7
Homeless	20	20	13	65.0
Socioeconomically Disadvantaged	511	504	160	31.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	143	142	65	45.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	3.57	4.81	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.37	0.00	0.00	0.13	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.81	0
Female	0.57	0
Male	8.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.17	0
White	4.47	0
English Learners	8.67	0
Foster Youth	0	0
Homeless	5	0
Socioeconomically Disadvantaged	7.05	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.39	0

2023-24 School Safety Plan

The School Safety Plan includes procedures for safety and for re-location of students in case of emergency and is available online and in the front office. The plan details drills, first aid, and evacuations, as well as mental-health guidelines, threat assessment protocols, and plans for coordination with the Santa Cruz Police Department. The School Safety Plan posted on the school's website in full and in a one-page summary form. The plan is approved by our School Site Council, the administrative team, and the SCCS School Board and it is revised each year. Staff participates in safety drills and online safety classes, where various modules for personal and site safety are tested. Staff receives training at monthly staff meetings regarding safety issues ranging from reporting hazards to duck, cover, and evacuate procedures. School behavior and policies are well publicized and strictly enforced. Two campus supervisors and two assistant principals monitor the campus and a School Resource Officer (SRO) is also available by call and is on campus three or four days during the week at lunch. Administrators and campus supervisors are on campus at all breaks and lunch as well as before and after school. Visitors must check in at the main office for a parking permit and visitor badge prior to entering the campus. Visiting students from other schools and districts must have school and parent release forms signed prior to visiting Harbor. All teachers must be notified a minimum of three days prior to a visit by non-staff.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	19	11
Mathematics	27	5	24	5
Science	29	4	13	9
Social Science	29	3	16	13

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	29	
Mathematics	24	10	31	
Science	23	18	20	
Social Science	24	11	24	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	20	3
Mathematics	23	20	10	11
Science	23	9	25	1
Social Science	28	3	22	13

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	352.76

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,300	\$3,311	\$7,989	\$80,136
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-5.7	1.1
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	4.9	-24.4

Fiscal Year 2022-23 Types of Services Funded

Harbor is a Title 1 Targeted Assistance School and as such receives money from the federal government to support students who qualify for Title 1 services. Harbor funds classes like English Language Development (ELD) and AVID, hires bilingual aides to support our newest English learners, learning tutors in math to support students taking online math courses and for a bilingual counselor. Local Control Funding Formula (LCFF) money is used to support programs and classes for English learners, including a school community coordinator position, our English Language Development classes and Newcomers program. LCFF funds our Response to Intervention (RTI) site coordinator and intervention courses in reading and math. In addition, the district's program director, who handles state and federal special-purpose funds, works closely with our school to secure additional funding to give extra help for students. The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	3
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

While there are three full days dedicated in the certificated school year calendar, Harbor High School includes at least 30 minutes of professional development (PD) at each of its monthly staff meetings. The three days of professional development is led by WestED, which has a focus on Integrated ELD. The focus of the site's PD are determined by our WASC recommendations, school goals, and indicators of student achievement, this year a continued focus on ELL students and ELD. Finally, staff identified interest and need provide some of our direction for PD. Our Santa Cruz Instructional Leadership Team (SCIL) meets district-wide in August to prepare site PD plans that support the district LCAP goals. Harbor's SCIL team meets

Professional Development

monthly to plan and analyze the school's progress towards our professional development goals, which are assessed at the end of the school year in June and developed again in August. The SCIL team works with administrators to determine the method of PD as well as how the PD will be led with the staff. Our District Office requests a site Professional Development plan from Principals most years. Those PD plans are submitted in August or September and they align with our SCIL focus and SPSA.

Harbor's Single Plan for Student Achievement (SPSA) is an annual plan of actions to raise the academic performance of all students with an emphasis on our areas of growth as indicated in our WASC recommendations and student performance data. Since becoming an International Baccalaureate (IB) school in 2020, there has been IB training attended by every IB teacher and most teachers in core subjects like English, math and science. Our district recently transitioned to a new student information system, for which PD was included this year as well.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3